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ABSTRACT

The Governor's Task Force to Study Library Services in Maine were directed to accomplish three tasks: (1) survey the present resources and services of the state, public, college, school, and special libraries in Maine and evaluate these resources and services in terms of identified needs; (2) determine ways in which libraries, their services and resources, may be improved and coordinated at all levels to assure equal access for all citizens to their educational and cultural benefits; and (3) recommend action by which the state can encourage and effect development of library service indicated by the study. This interim report summarizes the findings of the Task Force regarding library resources, services, and principal needs. It then outlines the elements of a library service concept based on the library as a means of access to the full body of library resources in the state. As the first step toward translation of this concept into explicit recommendations for state action, it recommends the development of new library service standards for Maine. (Author/NH)

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WIDENING THE CIRCLE
LIBRARIES FOR TOMORROW

Interim Report of
The Governor's Task Force to
Study Library Services in Maine

February 1971

LI 003 283

GOVERNOR'S TASK FORCE
TO STUDY
LIBRARY SERVICES IN MAINE

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January 29, 1971

Honorable Kenneth M. Curtis
Governor of Maine
State House
Augusta, Maine 04330

Dear Governor Curtis:

The Governor's Task Force to Study Library Services in Maine has the Honor of presenting to you its first report. This is based on surveys made by ARCO Inc. and Arthur D. Little, Inc., supplemented by library visits, area round tables of librarians and trustees, and information presented by library and media specialists.

While there remains much to be done before we have completely fulfilled your mandate, we have now finished a study of library conditions as they now exist, and we have also determined the reactions of the public toward public libraries. We are currently in the process of evaluating the standards established by the Maine Library Association and the Maine School Library Association, as well as criteria prepared by national library organizations.

The final phase of our study is expected to include specific recommendations for a program of action to improve library services. It is anticipated that this step will involve substantially increased state and local funding.

The time-consuming process of conducting the surveys has seriously delayed us; hence the complete program of action will not be available for legislative consideration at this time. However, a request for establishing a continuing library advisory committee will be presented.

In its endeavors, the Task Force, consisting of a broad spectrum of citizens and representatives of the state library organizations, is most appreciative of the tremendous cooperation of librarians, research workers, and many others. It is our hope that all efforts combined will help launch a new spirit and momentum which will assist the libraries of our state better to serve the changing needs of our citizens.

Sincerely yours,

Clifford O. Wieden

Clifford O.T. Wieden
Chairman

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I. INTRODUCTION: A NEW IMAGE FOR THE LIBRARY

Libraries need a new way of viewing themselves. For years they have been running a kind of race with the expansion of human knowledge and literary expression, struggling to build ever-larger collections while maintaining an anxious eye on the service standards issued by the American Library Association and other groups. Their task has been immensely complicated in the last few years by what has come to be recognized as a revolution in communications; although the full impact of new communications media on the world has yet to be understood, there is no doubt that, for the library, the era is rapidly ending when audiovisual aids were something to append as an afterthought to the book collection.

What is needed, in Maine and elsewhere, is a view of the library, not as a repository of more and more materials but as the center of a widening circle of associations, each of which allows it to tap a body of resources outside its own. In this view, every library is an open door to the resources of every other, and library resources move readily wherever they are needed. This idea is not new; it has been central to the planning of library service networks, and the concept of a nationwide library network based on this idea is already being explored. For the individual library, though, and particularly the small library, the idea has generally seemed remote. Like audiovisual materials, exchanges of resources and information among libraries have been regarded as "extras." In the future we envision them instead as the primary function of a library.

This view of the library calls for a new kind of library service standard. Libraries in the future must be measured less by what they possess than by how readily they can obtain the things they do not possess. Collections must be measured less in terms of the individual library than in terms of libraries in groups or the state as a whole. Particularly in Maine where national service standards are so clearly inapplicable to many libraries, new standards are needed to give libraries another view of themselves and of the directions in which they need to move.

In his charge to the Task Force to Study Library Services in Maine, Governor Kenneth M. Curtis said, "No matter how remote the area in which he lives, no matter what the educational or cultural background of the individual, every citizen in the State of Maine deserves to have equal access to all of the resources a library should provide." To this end, the Governor directed the Task Force as follows:

> "The Task Force must survey the present resources and services of the state, public, college, school, and special libraries in Maine and evaluate these resources and services in terms of identified needs.

> "Secondly, it will be the duty of the Task Force to determine ways in which libraries, their services and resources, may be improved and coordinated at all levels to assure equal access for all citizens to their educational and cultural benefits.
>
> "Finally, the Task Force will recommend action by which the state can encourage and effect development of library service indicated by the study."

This interim report summarizes the findings of the Task Force regarding library resources, services, and principal needs. It then outlines the elements of a library service concept based on the library as a means of access to the full body of library resources in the state. As the first step toward translation of this concept into explicit recommendations for state action, it recommends the development of new library service standards for Maine.

In addition to conducting numerous visits and interviews around the state and examining a variety of source materials to obtain the information presented here, the Task Force commissioned two surveys. The first, conducted by ARCO Inc., examined the existing services and resources of libraries of all types in Maine, and the second, conducted by Arthur D. Little, Inc., explored the attitudes of public library users and nonusers toward their libraries. The reports of these surveys, together with other documents consulted by the Task Force, in preparing this report, are listed in the Bibliography at the end of the report.

II. PUBLIC LIBRARIES

Public library service is available to about 80% of Maine's residents, but its quality is by no means the same for all. In addition, there is evidence that the public libraries as a whole are becoming less relevant as the interests and needs of users change. In this section of our report we look at the structure of public library service in Maine, at the most important needs of the public libraries, and at the growing gap between libraries and the public, as these affect planning for library service development in the future.

FRAGMENTATION OF SERVICE: A PROBLEM AND AN OPPORTUNITY

Of the 253 public libraries in Maine, only 19 are in communities with 10,000 or more residents and only 42 in communities of more than 5000. This leaves 211 libraries, or five out of six public libraries in Maine, serving populations of fewer than 5000. Many, if not most, of these are tiny libraries that provide recreational reading for their users and do not pretend to anything like a basic collection. Even for those whose budget permits a more balanced library program, a population base of 5000 can rarely support the variety and depth of resources that are increasingly in demand today.

To meet national service standards, libraries serving 5000 or more people would need a per-capita support of $5.00. Among libraries of this size surveyed by ARCO Inc. for the Task Force, the actual support levels averaged $3.57 for libraries serving 10,000 or more people and $2.44 for those serving between 5000 and 10,000. Among the 211 libraries of all sizes covered in the 1970 edition of *Public Libraries of Maine: Directory and Statistics,* compiled by the Maine State Library, only six reported book budgets of more than $10,000, while 118 reported less than $1000. At the latter figure a library can purchase about 140 books per year out of the more than 30,000 titles published annually.

Although support levels are increasing in libraries of all sizes, and the levels reported in 1969 are a great improvement over those of 1960, for the small libraries an enormous percentage increase does not go far in dollar terms. Among libraries serving fewer than 5000 people, the average budget reported rose from $1870 in 1960 to $4511 in 1969 – a 141% increase – yet the difference is not enough to pay the salary of one professional staff member.

In some states the appropriate response to fragmentation of library resources is the consolidation of libraries into fewer and larger libraries. This is not the answer in Maine. The state is too large, and its small communities are too far apart, for such a step to accomplish anything beyond depriving many people of

local library service. *Maine is, and will remain, a state with many very small libraries and with great contrasts among libraries.* The primary goal of any statewide program of supplementary support for public libraries should not be to try to bring every library up to the level of the national standards, but to ensure that the state as a whole has the library resources it needs and that every library in Maine can readily locate and obtain any item or piece of information requested by anyone.

PRIORITY NEEDS OF THE PUBLIC LIBRARIES

Before the exchange of resources among libraries can make full library service available to all, some statewide library needs must be addressed. Perhaps the most critical areas are the lack of nonbook collections, especially audiovisual collections, the lack of sufficient professional and clerical library personnel, the limited hours of service offered by the public libraries, and the habit of isolation that has traditionally prevailed among libraries.

Nonbook Collections

In Maine, while the small size of library budgets is reflected to some extent in book collections, its effects are far more evident elsewhere. Libraries have worked to develop their book collections, and among small libraries, most of the increase in budgets over the past ten years has gone into books. At present, while many or most of these small libraries still lack minimum-sized collections, collections in most of the larger libraries do approach or meet national standards.

Materials other than books are a different story. Except in the largest libraries surveyed – serving more than 10,000 people – periodical collections are well below standard. The Bangor Public Library's periodical collection is much larger than that of any other library; the collections elsewhere probably consist mainly of duplications of a relatively small selection of titles.

For the future, probably the most serious gap in Maine's library collections is the near absence of audiovisual materials. Even by combining the resources of all the public libraries, one could not build a single basic audiovisual collection.

Libraries first came into existence at a time when the only medium of communication except direct conversation was the printed word, and they have been slow to see the importance of new communication media. The very fact that these are all lumped together under the single term "audiovisual" shows their secondary status. If libraries had first been invented in the 1960's, they would undoubtedly be altogether different. They would be not only repositories for written material but centers for all kinds of communication. Records, tapes, and films, rather than being a sideline, would be integral to the concept of a

library. Television and computer tie-ins probably would also. *So long as libraries hold to the older view of themselves, or are held to it by financial and other constraints, they will become more and more peripheral to the world of communications.*

Staff

The public libraries of Maine suffer from a serious shortage of professional personnel, as well as the subprofessional and clerical support that allows the professionals to do their jobs. The tabulation below shows how the staffing reported by Maine's libraries compares with national standards for libraries in each size bracket. It is clear from the table that in all library categories but the very largest, there is a severe shortage of both professional librarians and clerical support, even when part-time staff are counted. Subprofessional personnel are evidently carrying most of the responsibilities usually assigned to professionals in addition to most of the routine work usually handled by clerical employees.

PUBLIC LIBRARY STAFFING IN MAINE

Population Served and Personnel Category	Total Full-Time Personnel Reported	Called For by National Standards	Part-Time Reported
Over 25,000 (3 libraries)			
Professional	15	6-18	2
Subprofessional	23	12-24	0
Clerical	26	12-21	17
10,000 – 25,000 (15 libraries)			
Professional	7	15-30	0
Subprofessional	34	45-60	24
Clerical	13	30-60	31
5000-9999 (17 libraries)			
Professional	5	17	1
Subprofessional	19	17-34	20
Clerical	3	17-34	8
Fewer than 5000 (62 libraries)			
Professional	18	62	23
Subprofessional	36	0	92
Clerical	2	62-124	32

The majority of public librarians in Maine do not have college degrees, and of the 96 public librarians who described their education in their survey responses, only ten indicated masters degrees. Yet at present salary levels, Maine will have difficulty in recruiting librarians with more training to fill professional positions. The average salary of a chief librarian in the 10,000-or-more population category is $7765, a very low figure in view of the fact that $8000 is the minimum starting salary for a librarian in many communities around the country. When salaries in the smallest libraries are divided by the number of hours worked, the resulting average is about $1.68 per hour, a figure which, as the ARCO report to the Task Force points out, barely exceeds the minimum wage in most occupations.

The public libraries are not alone in suffering from a personnel shortage. It is a major problem for libraries throughout the state. With respect to professionals it may be eased somewhat now that there is a temporary abundance of librarians on the job market, but it will not be fully solved until professional positions are backed up by adequate clerical help and salaries become nationally competitive.

Hours of Service

To be valuable a library must be accessible. In recognition of this, the Maine Library Association established standards for hours, varying with community size, which libraries must now meet in order to have a WATS line to the State Library. The requirement ranges from 15-20 hours per week for libraries serving populations of less than 1000 to 60 hours per week for the largest libraries. In 1962, 27 public libraries met these standards; in 1969, 47 did. A total of 88 libraries increased their hours of service during 1961-1968.

Still this leaves 206 libraries – the great majority – short of the standard. Of these, 107 libraries reported that they are open ten hours a week or less during the winter (although a few are open longer in the summer), and two said that they were open only one hour per week. A few have actually had to reduce hours since 1960.

The problem of library hours is closely related to the shortage of staff. As steps are taken to build up library staff, they should be taken with extended hours of service in mind.

Library Isolation

If the flow of communications and resources among libraries is to become a reality, a long tradition of isolation among smaller libraries must be broken. This tradition is exemplified by interlibrary loan. The larger libraries in Maine reported about 90% success in filling interlibrary loan requests through the Maine State Library and indicated that the material is usually received within two or three days. Yet the smaller libraries, which might be expected to need this service most, make little use of it. The smaller the library is, the more likely

it is to report that it can fill most requests from its own collection. This probably means that users do not expect the local libraries to provide materials from outside their own collections, with the further implication that the libraries do not actively invite people to ask for interlibrary loan – that they themselves regard it as an extra service provided on occasion rather than as something basic to the role of a library. The service exists, and through it every library in Maine could connect its users with the richest library resources in the state, but often neither the library nor its users seem to be conscious of this opportunity.

The development of contacts among libraries in Maine, and the expansion of the idea of interlibrary contact beyond the local community to the entire state, would seem to offer a real opportunity for pioneering by the larger libraries. It is these libraries whose actions will be most visible and widely felt, and which can therefore do the most to enlist other libraries in a statewide movement to make all library resources available to all people.

In an even better position to foster relationships among libraries at every level is the Maine Library Trustees Association (MLTA) formed in 1963. The MLTA has not yet exerted the influence that it should. However, it has established ties with the Maine Library Association, and one of its members is also a member of the present Task Force. The fact that, in addition, its members provide policy guidance to every public library in the state makes this group one of the potentially most effective initiators of change in statewide library service.

Perhaps the most serious – and at the same time most easily corrected – impediment to contact among Maine's libraries is the lack of telephones. As of 1969, only 85 public libraries in Maine had telephones. The number is fortunately increasing; only 58 libraries had telephones in 1966. Still, this leaves 168 public libraries in Maine without phones. Lack of a telephone is more than a practical inconvenience. It not only makes interlibrary contacts difficult, but it contributes to an atmosphere in which the librarian may never think of establishing such contacts in the first place. Certainly, to the librarian who cannot even make a telephone call to the school librarian in the same town, the idea of a statewide library communications network can hardly have much reality. In future planning for library development in Maine, high priority should be assigned to the installation of telephones in all public libraries.

RELEVANCE TO THE PUBLIC

There is evidence that despite efforts of the public libraries to improve collections and offer new services, people are losing interest in them. This is probably true throughout the country and not the result of any failure unique to Maine, but we believe that the libraries can and should take new kinds of action to reach their communities more effectively.

One surprising fact that emerged from the ARCO survey is that while most libraries have enlarged their collections considerably in the last ten years, few

have increased their circulation very much and several of the larger libraries have experienced an overall decline in circulation. In an age when information is booming, libraries might be expected to grow at a pace with other sources of information, but they do not seem to be doing so.

To complement the ARCO Inc. survey of library resources, the Task Force asked Arthur D. Little, Inc., to conduct a survey of public library users and nonusers in order to determine what people think of their libraries. The study showed that many people who use the library have very little idea of what it offers and are not particularly interested in it. There are probably many reasons for this. One of these is undoubtedly that the library is not reaching the community with information about what it offers. Traditionally the library has related to the public passively; it is there if people want it. In many libraries this still seems to be the philosophy. Although a growing number of libraries are aware of the need to promote their services in competition with other claims on people's attention, it is clear that this has not gone far enough. Thus, one of the most important tasks confronting Maine's public libraries is to inform the public of what libraries offer.

A more important factor in the alienation of people from their libraries appears to be that as times change, libraries are remaining behind; that is, *libraries are becoming less relevant to the evolving interests and needs of users.* The survey uncovered several clues about this.

The greatest satisfaction with the library was expressed by people over 60 years old. Similarly, although the study obtained few definite expressions of dissatisfaction, they are disturbing in that they came primarily from people under 20 years old. Apparently, alienation from the library is not only a fact, but also a *trend;* the emerging generation wants something different from what satisfied the older generation.

In addition, both among users and nonusers of the library, the people who expressed least satisfaction with the library also expressed the strongest interest in nonprint materials. This is not surprising when one thinks about the environment in which young people are growing up. At home, in the community, and increasingly at school, they are exposed to films, tapes, records, slides, and television as media for both entertainment and learning. Unlike many older people, they are accustomed to nonprint media and do not feel awed or intimidated by them or by the equipment they involve. To young people today, an institution devoted primarily to housing books and periodicals is rather narrowly specialized – and perhaps indeed irrelevant.

In responses to the ARCO survey, very few librarians reported programs of service aimed at particular groups in the community other than children. This includes service to the handicapped and institutionalized, the disadvantaged, the new community resident, or even the exceptionally intellectual or creative person. Perhaps services need to be directed more explicitly to particular user groups.

These are only clues, not answers, to the problem of library relevance. However, there are steps that the libraries can take to learn more.

First, librarians can take the initiative to find out what is happening in the community so that the library can respond appropriately. What is needed is not only an awareness of the activities of civic organizations but also an understanding of who lives in the community and of the concerns that are important to each group.

Second, where possible, library boards of trustees can recommend the appointment of new members representing community groups not represented in the present membership, especially young people, the disadvantaged, and other groups that the library would like to attract as users.

Third, both librarians and trustees can give careful, explicit consideration to what groups need to be reached and how. A written statement of library goals and objectives in the community – if it is formulated in operational terms rather than Motherhood-style sentiments and if it is reassessed regularly – can be a valuable guide to a library in making the most effective use of its human and financial resources.

If the public library's only task were to meet established standards, its problems would be difficult enough. However, its task is much more complicated. It must look at the changing community it serves and develop new standards that respond to the needs of that community.

III. SCHOOL LIBRARIES/MEDIA CENTERS

THE MEDIA PROGRAM

In its most recent edition, the national *Standards for School Libraries* has changed its title to *Standards for School Media Programs.* The change reflects an approach to education, found in growing numbers of schools, which emphasizes self-directed learning through a great variety of instructional materials, including books, original documents, audiovisual materials of all kinds, artifacts, and experimental apparatus.

Under the Elementary and Secondary Education Act of 1965, the State Department of Education in Maine set up a plan under the direction of Dr. Joseph Devitt to establish model school media centers for demonstration purposes. The model for secondary schools was set up at Waterville, and is now in its fifth year; for the last two years, the project has been funded by local government. Its program illustrates some of the ways in which a media center can expand the possibilities of the curriculum.

During the first three years of the demonstration project, the Waterville High School Media Center changed from a typical Maine school library which could barely meet the 1960 school library standards to one which far exceeded those standards and became a pacesetter for libraries all over the state, New England, and the country. It became, in fact, one of the few school media centers in the country, and has been visited by thousands of visitors, many of whom returned to their schools to effect change in libraries which were substandard.

The Waterville model consists of rooms with a total floor space of more than 8000 square feet (almost twice the size of the gymnasium of the school) and contains some 15,000 volumes and more than 100 periodicals, plus microfilms, records, tapes, films, pictures, and a great deal of audiovisual equipment. The facilities include an audiovisual work area, a darkroom, a television studio, a reference library, a graphic arts work area, a paperback library, an art gallery, and a general reading room, as well as three offices. Students are encouraged to make their own films, to develop their own photographs, to produce, direct, and act in their own television shows, to conduct their own arts and crafts shows, to give poetry and drama readings – all using the media center facilities, materials, equipment, and staff instruction. Teachers are encouraged to use innovative methods of teaching which include the use of multi-media, independent study, programmed learning, filmmaking, photography, and television.

Since the program is presently supported on local funds alone, it has been necessary to cut the number of staff members from ten to eight and to limit the budget for supplies and materials; however, the Waterville High School Media Center still continues to be a demonstration center and endeavors to meet the needs of its faculty and students in a way which most school libraries today cannot possibly do.

Perhaps the most important contribution the media center has made to the state is to show that education does take place outside of the classroom, and that there are excellent opportunities for learning, using the materials, equipment, and human resources of a media center.

The ARCO, Inc., survey of Maine's library resources found no school libraries other than demonstration projects which began to meet the goals set forth in the *Standards for School Media Programs.* Maine's schools are just beginning the long road to building media centers.

ARCO sent questionnaires to all of Maine's 918 public schools and 85 private schools. Of the 1003 questionnaires sent out, 687 – representing about 75% of Maine's student population – were returned and formed the basis for the study. To provide for consistency in the use of terms, ARCO defined "library" as meaning one or more rooms devoted to library use. By that definition, 499 schools, including 316 of those completing the questionnaires, had no libraries. Information obtained from the 371 schools that reported having libraries is given separately below for elementary and secondary schools.

In addition to questioning individual schools, ARCO sent a second questionnaire to district school superintendents, requesting a breakdown of expenditures per student on textbooks, supplementary publications, and audiovisual materials. In the 70 districts which responded, accounting for about half the student population of Maine, the average per-student expenditure for supplementary publications and audiovisual material together was $4.70, spent primarily for books. This figure does not approach the $40, equally divided between books and audiovisual materials, which the national standards suggest. However, the study did not cover total expenditures for education in each district, and an examination of the media figures in the context of total expenditures is necessary before a realistic picture can be obtained. The recommended standards offer useful guidelines, but the goals established by school libraries in Maine must be appropriate to their own circumstances.

ELEMENTARY SCHOOL LIBRARIES

Library Resources

For purposes of the ARCO study, junior high schools were classified with elementary schools, and only schools having a twelfth grade were classified as secondary schools. By this definition, 487 elementary schools were identified in a preliminary survey of school superintendents as having no separate room devoted to library use. Of the 298 elementary schools identified as having library rooms, 257 completed the ARCO questionnaire. Only 47 of these indicated that they had media centers combining books and audiovisual services. Only 25 of

the 257 schools with libraries reported supplementary book collections exceeding 5000 volumes. The average audiovisual collection reported by schools with libraries was far below standard – for example, 2.9 8-mm films versus a recommended 1500 per school, 39.8 recordings versus a recommended 3000, and 8.8 slides versus a recommended 2000. Many schools did report a variety of audiovisual equipment; however, the media center concept clearly has a long way to go before it can be a significant part of elementary school education in Maine.

Staff

One serious impediment to the development of media centers for Maine's elementary schools is the shortage of professional leadership for the effort. The 257 schools reporting employ a total of only 129 professional librarians or audiovisual personnel, and only 68 of these are employed full time. Even assuming only one professional per school, this leaves 163 libraries with no professional staff and another 61 with only part-time professional assistance. Respondents were also asked what degrees were held by school librarians. Of those replying, 11% indicated library science degrees and 28% school library certificates. Again, even if the statistics do not overlap, the evidence of a shortage of professional staff is clear.

SECONDARY SCHOOL LIBRARIES

Library Resources

The ARCO survey covered 114 of Maine's 120 secondary schools, defined as schools having a twelfth grade. Of these only 15 described themselves as having media centers, while another 22 reported having an audiovisual room.

The *Standards for School Media Programs* recommends, for secondary schools with more than 250 students, a book collection of at least 10,000 volumes representing at least 6000 different titles, or 20 volumes per student, whichever is *greater.* About half of the reporting schools have book collections of fewer than 5000 volumes and only seven libraries reported collections of more than 10,000 volumes. In other words, only seven libraries meet the standard, assuming that enough titles are represented and the volume count per student is sufficient.

The media collections reported were small. The most frequently held item is filmstrips, followed by slides and recordings. Very few films were reported – a total of 464 8-mm films and 221 16-mm films in all 114 schools, or about six films per school. As in the elementary schools, more audiovisual equipment seems to be available within the schools than the quantity of nonprint media would imply, but again the media center concept is far from realization.

Staff

The secondary schools have a larger proportion of professional staff members than do the elementary schools; there are 105 full-time professionals and 55 part-time professionals in the 102 schools that described their library staff. Of the professionals, 81 hold school librarian certificates but only 15 reported degrees in library science. The 27 full-time and 67 part-time nonprofessionals reported would not be enough to maintain the recommended ratio of one or two nonprofessionals for each professional even if they were all concentrated in the libraries headed by professionals. Although, as in the elementary schools, a large number of unpaid students work in the libraries, students are probably used mainly to check out books and to put materials away, and it is unlikely that many students perform the other clerical and secretarial tasks handled by the paid library nonprofessionals. Thus, many of the professionals probably spend more time than they should on nonprofessional tasks.

Hours of Service

One question of particular importance to secondary schools is that of hours of service. Most Federally funded demonstration libraries have taken the opportunity afforded by extra funds to experiment with extended hours of service and most have settled on a schedule that does include service at times when school is not in session. Secondary school students are old enough to visit the library outside of school hours, and school libraries can also help to supplement the library resources of the community at large. In Maine, the great majority of school libraries are open only during school hours and for a short time immediately before and after school. With few exceptions, they are not open evenings, Saturdays, or during vacations. There are some external constraints on school library hours, such as school bus schedules, insufficient staff, and lack of a separate library entrance – and thus potential security problems in the building. However, it is also possible that schools and school librarians have not thought very much about the prospect of additional hours. Present library hours were rated excellent or good by 80% of the librarians responding.

COOPERATION AMONG LIBRARIES

Maine's school libraries do make requests of other libraries through interlibrary loan (ILL), although of the 257 elementary school libraries responding to the ARCO survey, only 142 reported having made ILL requests during the past year. Of the 114 responding high school libraries, 92 indicated that they had made ILL requests within the year. Responding libraries reported that more than 80% of their ILL requests are filled. Clearly, other libraries provide a valuable backup resource for the school libraries that make use of it.

Another way in which school libraries can provide for the resource needs of students is by working closely with local public libraries. This can range from discussing school assignments in advance with the public librarian all the way to coordinating materials acquisitions and establishing complementary collections. Only 10% of the elementary school librarians and 18% of the secondary school librarians reported frequent contacts with the public school librarian.

Thus, there are opportunities for the school libraries to benefit more than they have in the past from cooperation with other kinds of libraries. The most important opportunity, though, lies in cooperation among the school libraries themselves. In view of the very large number of schools in Maine that have either no library or very small libraries, it seems clear that school library needs far exceed anything that can be met simply by increased funding at the municipal level. It is also clear that the public libraries can fill only part of the gap. Finally, it is clear that the goal of a media center in every school is not appropriate to Maine. *Instead, the approach should be to pursue every possibility for joint action among schools in building and sharing library resources.*

This is already happening within school districts in many states, where a single media center serves all schools in the district, and a district-level coordinator is responsible for developing the collection and facilitating its use. This may not be appropriate or feasible in every school district, municipality, or union in Maine, but we believe that it should be explored as a possibility.

Many schools and districts in Maine may find that cooperation within a district is not enough. Where this is true, the only way to meet library needs must be through a new kind of cooperation that transcends the boundaries of school systems and districts. There is little precedent for such cooperation across district lines. Schools rarely make interlibrary loan requests to schools in other districts, and they are much more likely to have contacts with local libraries of other types than with other school libraries some distance away. Yet to provide students throughout the state with even partial access to the learning materials that now exist, there must be some provision for the development and movement of school library resources outside the confines of the individual district.

The appointment of a school library coordinator to the State Department of Education will be an important step toward the strengthening of school media programs statewide. The coordinator can serve both as a spokesman for the media requirements of the schools and as an advisor to schools and districts seeking to make the most effective use of the library funds available to them. In Maine, the large number of small and widely dispersed schools makes this appointment especially important.

IV. COLLEGE AND UNIVERSITY LIBRARIES

ARCO Inc.'s survey of Maine's library resources included 21 libraries affiliated with academic institutions. These libraries reported that they served a total student population of 24,388, of whom 2060 were graduate students at five of the institutions. The University of Maine at Orono accounted for almost a third of the total, with an enrollment of 7898. In addition to students, of course, every library serves its faculty, and nearly all of them offer at least some library privileges to persons outside their own institutions.

The existing standards for college and university libraries were published in 1959 by the Association of College and Research Libraries (ACRL) and are by now quite out of date. Any new standards would undoubtedly be more stringent. Therefore, the ACRL standards should be taken as an absolute minimum for acceptable service. Although there are great differences among the academic libraries in Maine, the majority fall below these standards with respect to collections, staff, or both.

THE BOOK SHORTAGE

Only four academic libraries in Maine – those at Bates College, Bowdoin College, Colby College, and the Bangor Theological Seminary – reported book collections that met ACRL standards, although the University of Maine at Orono and Portland Law School were not far below the standard. ACRL recommends a minimum book collection of 50,000 volumes for an academic library serving up to 600 students and another 10,000 volumes for each additional 200 students. New colleges currently being established in several states are aiming at a basic collection of 100,000. In Maine, only eight of the 21 academic libraries reported book collections as large as 50,000 volumes, and of these four do not have enough additional books to meet the ACRL standard for their student populations. Three libraries reported book collections of fewer than 10,000 volumes each, thereby falling below the minimum standard for *high school* libraries of comparable size.

As new programs are added to the curriculum, especially at the graduate level, new book collections must be developed regardless of how the total number of volumes compares with the ACRL standards. Dr. James MacCampbell, who heads the Fogler Library at the University of Maine, Orono, has reported to the Task Force that this library is an estimated one million volumes short of meeting faculty and student requirements and that the combined collections of all University of Maine libraries are about 1.75 million volumes short. At an estimated price of $10 per volume, the cost to complete these collections would be $17.5 million. Currently, this figure is about eight times the combined annual budget of all the academic libraries in Maine.

OTHER MEDIA

Except for microforms, which occupy a borderline between printed and audiovisual materials, Maine's academic libraries have very few nonprint materials. Twelve libraries reported a total of 4124 recordings; the largest single collection of recordings was 900. Seven libraries reported a total of 1263 filmstrips, about half of which were in one collection. Only two libraries indicated that they owned films and only one each reported holdings of tapes and slides. Six libraries reported several types of audiovisual equipment available for loan, and a seventh loans micro-readers only; the remaining libraries do not loan equipment but reported that it could be obtained from some other agency or department within the institution.

The ACRL standards – and it should be remembered that this was more than ten years ago – described audiovisual materials as "an integral part of modern instruction." Clearly, the holdings listed above do not add up to a balanced audiovisual collection. To develop such a collection given present funding constraints, libraries would need to coordinate their audiovisual acquisitions and to develop procedures for sharing them. One way or another, each academic library in Maine must build up its audiovisual resources so that, either alone or in conjunction with other libraries, it can provide a balanced collection.

STAFF

ACRL calls for an absolute minimum of three professional librarians in any academic library. It further specifies that one professional must be on duty whenever the library is open for full service. Only 11 of the 21 academic libraries met the first of these requirements, and only four of 16 replying met the second.

ACRL also suggests that staffing formulas in use elsewhere be consulted by academic libraries evaluating the size of their staff. At the time the standards were published, the libraries of the State University of New York had five professional and three clerical positions for the first 750 full-time students and one professional and one clerical position for each additional 500 students. Measured by this formula, 13 of the 21 libraries in Maine are understaffed. This takes into account the full-time equivalents of part-time positions reported by nine libraries. One library had a single full-time position assisted by nine part-timers. Six of the libraries were staffed entirely by two or three individuals.

The numbers given above are for budgeted positions, not actual current staff. Six of the libraries reported a total of eight vacancies in full-time positions – four professionals and four nonprofessionals. Two of the libraries had two vacancies each; one needed a professional and a nonprofessional and the other needed two nonprofessionals.

At these staffing levels, and particularly in view of the fact that the library with the fewest hours of service is still open 61 hours per week, it is difficult to see how a library can begin to meet the reference and other needs of even a very small number of students and faculty, while continuing to build a collection.

STANDARDS

While in the case of public and school libraries we believe that circumstances in Maine do not justify the strict application of national library standards, this is not true for college and university libraries. The faculty and students of an academic institution need immediate access to a strong library collection at all times. Their own library must be able to meet their day-to-day requirements. In view of the age of the present standards for academic libraries, the college and university libraries in Maine should cooperate in the preparation of new library standards as a guide in the building of basic collections and the development of new collections in support of new programs of study.

V. SPECIAL LIBRARIES

The libraries of corporations, foundations, hospitals, professional associations, and historical societies have in some states been major initiators of interlibrary cooperation in the sharing of materials. Each special library is potentially a valuable resource to other libraries: within a narrowly limited subject area each has a collection richer than can usually be found in public or academic libraries. At the same time, each frequently needs materials in another specialized subject or materials of a more general nature, and they rely for this upon arrangements with other libraries.

There are an estimated 87 special libraries in Maine. The small number reflects the fact that few corporations are headquartered in the state. In the ARCO survey, questionnaires were sent to all 87 libraries, although responses were received from only 19. Representatives of the Law Section of the Maine State Library and the Maine Health Sciences Library spoke to the Task Force about the needs of legal and medical libraries.

The libraries responding to the ARCO survey included those of six county bar associations, three historical societies, a historical museum, two pulp and paper companies, two research firms (one with a collection again primarily devoted to pulp and paper and the other – the Jackson Laboratory – with a collection on biomedical research), two hospitals, two nursing schools, and the Maine Department of Economic Development.

LIBRARY ORGANIZATION AND STAFF

The degree to which special libraries are able to coordinate services among themselves and with other libraries depends greatly on how they are administered and what relationship they have to their parent organizations. Of the special libraries surveyed by ARCO, 14 have an individual in charge, and most of the librarians have a voice in matters affecting library service or policy. Nine determine library policy themselves. Only six, though, plan and justify their library budgets – an element of particular importance to the possibility of cooperative resource planning among libraries.

Nine of the reporting librarians have professional degrees, although not necessarily in library science. Lack of adequately trained librarians was cited to the Task Force as a problem for both the law libraries and the medical libraries. Many of the smaller law libraries can get along without someone trained as a law librarian, but the larger collections need a specialist in charge, and most do not have one. There are only two fully qualified medical librarians in Maine.

In the absence of professionally trained librarians, county law library committees and the State Law Librarian serve as spokesmen to the counties for law library needs. The medical libraries rely strongly on assistance from the Health

Sciences Library, Maine Medical Center, in Portland, which offers library service to the 60 hospitals in Maine and to all physicians, nurses, and paramedical personnel. This includes reference service, literature searches, photocopies of journal articles, and books and audio tapes on loan. This library is the designated area library within the New England Regional Medical Library Program, and all services are provided free of charge under a grant from Maine's Regional Medical Program. The library is administered by a professional librarian, whose services are available on a one-day consultation basis to assist in the organization and management of hospital libraries.

The New England Regional Medical Library Service and Postgraduate Medical Institute sponsor a program of five-day training institutes for hospital library supervisors. The course content is designed for persons with minimal formal hospital library training. To date more than 80 hospitals (13 from Maine) in the New England Area have sent their library personnel for this training.

OPPORTUNITIES FOR JOINT PLANNING

Most of the libraries have not explicitly formulated their aims and the scope of their services. In view of the continuing changes in information technology, the growing demand for specialized information, and the present trend toward greater contact and exchange among libraries, it is increasingly important for libraries to set themselves some clear priorities for future planning. We believe that the special libraries would find it valuable to define their role in relation to total library service in the community, and to restate their objectives and services in the context of total library service.

The Task Force was told that the law libraries in Maine often need other library materials and might usefully be included in the State Library's WATS line service. Other special libraries could also be tied into this service, to the benefit of all libraries involved.

In 1967, the Maine State Library published *A Directory of Special Subject Resources in Maine,* listing special resources in all types of libraries. Thus, Maine has a useful source of information on the nature, extent, and location of specialized resources throughout the state. As an extension of this effort, libraries with similar subject interests could prepare a joint inventory of their holdings. Any step, at any level, that would increase the flow of information and resources among libraries is important and should be given all possible encouragement and support.

VI. THE MAINE STATE LIBRARY

The Maine State Library is at a critical point in its development. Within the year, new library quarters in the Maine State Cultural Building will provide expanded facilities for its services, collections, users, and staff. If the future development of library service in Maine is along the lines recommended in this report, the State Library will unquestionably have additional responsibilities. One of the recommendations of the Task Force is that the administrative and professional staff of the State Library be expanded and strengthened.

SERVICE UNITS

The State Library has a total collection of more than 500,000 volumes. These are available through the Library's three main service sections – General Loan and Reference, Law and Legislative Reference, and Extension.

The General Loan and Reference Section maintains a collection of over 285,000 volumes, primarily nonfiction, covering all subject areas with special depth on the State of Maine. Maine residents can obtain materials in this collection through their local public or school libraries, and anyone living in a community without a public library open five days a week can request the materials directly from the State Library.

The Law and Legislative Reference Section, with about 75,700 volumes, primarily serves legislators, legislative committees, state officials, agencies of the State Government, courts and attorneys throughout the state, and private citizens and citizen groups. Because of its association with the State Government it will remain located in the State House when the rest of the State Library moves to the new building.

It is through the Extension Section that the State Library assists the statewide development of public library service. The Extension Section operates the bookmobile service out of eight headquarters offices, each with a collection of from 13,000 to 18,000 volumes. In addition, it offers advisory service to public libraries and is the arm of the State Library charged with providing leadership to the public libraries in their efforts to build collections and services.

ROLE IN LIBRARY DEVELOPMENT

It is the responsibilities of the Extension Section that offer the greatest challenges to the State Library. The Extension Section has expanded considerably in the last 14 years, with the growth of the bookmobile service and the addition of three library consultants to the staff. Two of these are public library

consultants and one is a consultant to institutional libraries and services to handicapped. In planning the move to the new building, the State Library has anticipated and planned for the continued growth of the consultant staff. One consultant position is being requested in the next legislative session, and priority will probably be given to working with library trustees.

As new consultant positions are added in future years, their assignments will be determined to a great extent by the overall plan for library development resulting from the work of the Task Force. Ultimately, if enough consultants are added, the State Library hopes to locate some of them in various parts of the state rather than at the State Library itself.

STAFF

For the present, the lack of sufficient staff to spend time in the field is preventing the State Library from realizing its potential role in library development.

The State Library currently has 47 full-time employees and eight part-time. Of the full-time staff, 12 are professional. Eleven are nonprofessional, although college graduation is required; this group includes bookmobile librarians, a documents librarian, a reference assistant, and an assistant in the Law Section. Twenty-four full-time employees are clerical, and the eight part-time employees are clerical assistants in the bookmobile offices.

The most acute staffing needs at present are for more library consultants and, as recommended in the next section of our report, a full-time public relations officer. As the WATS and teletype connections are expanded, additional reference and clerical staff will also be required.

In recruiting new staff, the State Library is handicapped by the fact that salaries are not competitive with those in other states. The maximum salary allowed in each personnel category is only slightly above a level that would be competitive as a starting salary elsewhere. It is hoped that the new compensation plan being presented to the Legislature will ameliorate the situation.

A DEVELOPMENT PLAN FOR THE STATE LIBRARY

Whatever plan for library service development in Maine is recommended as a result of the present work of the Task Force, and whatever responsibilities for implementing this plan are assumed by the State Library, the State Library must continue to provide inspiration and leadership. As it reorganizes itself for the move to the new building and acts to supplement its staff, the State Library

should continue to identify ways in which it can strengthen the contribution it makes to library service throughout the state. As new service standards for libraries are developed and the steps necessary to realize them are identified, scheduled, and funded, the role of the State Library will need to be expanded and redefined. Maine's comprehensive plan for library service development should be accompanied by a development plan for the State Library, both in its function as a resource to the State Government and in its role with respect to statewide library service.

VII. REACHING OUT: A COMMUNICATIONS NETWORK FOR MAINE

Libraries all over the United States are expanding their contacts with other libraries nearby and distant, of the same type and across library types, in order to provide, and make accessible to users, the greatest possible richness and diversity of resources. The libraries in Maine are part of this movement, although they have not yet realized its full potential. Libraries are also looking for means of outreach to people who for geographic or other reasons have not been library users. Again, Maine participates in the effort. This part of our report outlines some of Maine's accomplishments to date in interlibrary cooperation and outreach, proposes some directions for future action in both areas, shows how these two efforts can ultimately be combined in a new pattern of communications, linking together all libraries of each type and their users, and recommends the development of new library standards for Maine emphasizing each library as a gateway to all libraries.

COOPERATION AND OUTREACH TODAY

Through interlibrary loan and reference referrals, libraries of all types in Maine have always engaged in some cooperation and sharing of resources. Although many of the state's public and school libraries have been slow to take advantage of the resources available from other libraries, the mechanisms for exchange have been strengthened at the state level, and new cooperative activities begun. Much of this has been made possible by the availability of Federal funds under Title III of the Library Services and Construction Act (LSCA); Title III funds are administered through the Maine State Library, which has initiated and coordinated many of the cooperative efforts so far.

Some of the most important cooperative arrangements presently involving Maine's libraries are the following:

- *Teletype Network.* The State Library, four of the larger public libraries, and the four largest academic libraries are linked together by teletype. A patron in a small community whose request for information or materials cannot be filled locally can ask that it be checked in the libraries on the teletype network.

- *WATS Line.* Academic libraries and those public libraries which meet Maine Library Association standards for hours of service can have direct access to the WATS line at the State Library. At the present, about 35 public libraries can request materials and information for their patrons. Through the teletype network and the WATS line, individuals in remote communities have access to the largest collections in the state.

- *Film Cooperative.* In 1958, the Maine State Library joined with the state library agencies of New Hampshire and Vermont to form the North Country Libraries Film Cooperative. A wide selection of 16-mm films is available through the Cooperative to public libraries in the three states for library-sponsored programs and for use by organizations in the community. These films are being used increasingly by Maine public libraries, and the Cooperative makes it possible for them to provide a service which few could finance locally.

- *Local Interlibrary Councils.* Although not mandated, local interlibrary councils have been encouraged and established in a number of communities. These councils meet to discuss local library programs and problems, to develop future programs, and to identify ways of sharing or cooperatively developing resources. Librarians from all types of libraries – academic, public, school, and special – in each community are encouraged to join and become active participants.

- *Workshops.* The State Library has organized a number of workshops in recent years on various topics including the role of public library trustees, the weeding of collections, public relations, and interlibrary cooperation.

- *Round Tables.* Also organized by the State Library are "Round Tables" held at various libraries four times a year to discuss problems and issues relating to library service. Participants are usually public librarians, but the 1970 Round Tables, devoted in part to the work of the Task Force, were attended by representatives of all types of libraries.

- *Book Selection Meetings.* These are held by the State Library every other month in seven locations, to give public librarians an opportunity to examine a large selection of recently published books.

- *Catalog Card Service.* Under Title I of the Library Services and Construction Act (LSCA), the State Library, in cooperation with the New Hampshire State Library, offers centralized preparation of catalog cards, free of charge, to public libraries requesting it.

Maine's library outreach program is also provided primarily by the State Library. Eight bookmobiles travel regularly through areas of the state not served by local public libraries. The bookmobiles reach people who might never have access to materials. However since each bookmobile stop is visited only once every three or four weeks, the bookmobile is not an adequate substitute for an active library. Perhaps not as widely known and used as it should be is the mail-order service offered by the State Library directly to individuals in communities with no public library or with one that is open fewer than five days a week.

DIRECTIONS FOR THE FUTURE

We have spoken earlier of the library viewed as a gateway through which any individual can gain access to communications resources throughout the state. Existing cooperation and outreach efforts are steps in this direction; they all aim to facilitate the access of people to resources. We would like to see these efforts expanded and deepened in three ways:

- Communications among different types of library.
- Communications at all levels in the library system.
- Communications between libraries and individuals.

Communications Among Different Types of Library

The pattern of communications envisioned encompasses all types of libraries. It is not a closed system, administered from one central point, but rather a myriad of voluntary associations whose participants – public, school, academic, and special libraries – contribute and benefit in differing ways.

To provide for full communication across library types, mechanisms for communication are needed. At first, these can be modest expansions of existing mechanisms; later new ones can be instituted. For example, the following could all be developed across library types:

- Extension of WATS line and teletype connections to an increasing number of public libraries and to libraries of other types.
- Inclusion of libraries other than land grant university libraries in the New England Library Information Network (NELINET).
- New library positions that cross library types; for example, media specialists.
- Increased provisions for the joint purchase of costly materials, particularly by school and public libraries.
- Expanded funding for mail service.
- Bibliographic tools, including catalogs in book form, indexes of special subject materials, and union catalogs for groups of libraries in a region, covering libraries of all types and available to their users.

- Ultimately, a statewide union catalog of the holdings of all libraries, on computer and accessible from consoles located in major libraries.

Communications at Many Levels

So far, the chief initiator of interlibrary cooperation in Maine has been the State Library, and most of the existing cooperative arrangements operate through the State Library. For the future, we envision libraries at the local or regional level establishing, in addition, direct access and a rapid flow of information among themselves. Once connections are established at all levels, the needs of any library user can be met in the most rapid and direct way possible.

Following are some ideas about actions that might be taken at the state level and others that could be taken directly by individual libraries and groups of libraries.

State-Level Action. Some of the mechanisms suggested above to facilitate cooperation across library types will need to be administered or funded at the state level. Other actions can also be appropriately taken by the state; for example, the following:

- A statewide borrower's card for Maine's public libraries.
- A staff of consultants to work with public library trustees.
- An expanded program of regularly scheduled workshops for librarians throughout the state.
- A last-copy deposit for extra copies of titles no longer needed locally, to serve as interlibrary loan backup.
- Participation in cooperative library arrangements that may develop among the New England states in addition to the Film Cooperative.
- A system of grants to local libraries or coalitions of libraries.
- A program of incentives or support for the installation of a telephone in every library.

Local or Regional Initiatives. Many libraries in Maine already do cooperate at the local or regional level. If a public librarian does not have a book that is requested, but thinks that the librarian in the next town may have it, she may ask before submitting an interlibrary loan request to the State Library. In some towns there is a good working arrangement between the public library and the

school. What we propose here, in addition, is that local libraries be encouraged in every way, including financially, to take the initiative in establishing a direct flow of information and resources among themselves.

Here are some forms that cooperation at the local level might take:

- The sharing of a professional librarian, or of certain staff specialists such as a storyteller or activity coordinator, by several libraries.
- Joint planning of hours of service by several nearby libraries, so that, for example, at least one offers Sunday hours.
- Joint planning of acquisitions by a group of libraries to enrich the total collection and avoid excessive duplication.
- Development of a nonprint media center by a coalition of public and school libraries.

We believe that the success with which local libraries develop linkages among themselves will depend on the extent to which the initiative and energy is truly local. We see financial assistance from the state both as an incentive to these initiatives and, in some cases, as a requirement for implementing them, but not as a vehicle for coordinating the activities themselves at the state level.

Communications Between Libraries and Individuals

The free flow of communication and resources among libraries is valuable only insofar as people have access to it and use it. We would like to see the concept of communication links extended not only to libraries but to individuals as well. Outreach – the provision of library service to people who do not have or do not use libraries – can be thought of as such an extension, and we suggest below some ways of supplementing the bookmobile in enabling individuals in outlying areas to draw upon the library resources of the state. In addition, particularly in view of the gap described earlier between public libraries and their users, we believe that something almost like outreach is needed to establish communication links between libraries and the people who *already use them.*

Outreach. Of the variety of means available for bringing library service to people without libraries, the bookmobile is only one, and not in every case the best one. Although the bookmobile can obviously carry only a limited selection of materials, its collection should be expanded to include media other than books. In addition, more ways must be found to reach people in rural areas that cannot be efficiently served by bookmobiles. One option, which has been very successfully used by several library systems, would be to extend the mail-order concept by issuing a mail-order catalog. Another possibility would be to provide

a WATS line, whereby persons without other access to library service could telephone requests, without charge, to the State Library.

"Marketing" the Library. As the image of the library changes and the services available in and through it continue to expand, the task of communicating these developments to users will be increasingly important. To bring users into touch with the services and resources available to them libraries will have to do some "marketing." This means both informing the public of the library's offerings and conveying a new image of the library.

Promotion of library service should take place at all levels. However, to give it a focus and an overall theme, we believe that a public relations activity at the state level is essential. We recommend that this activity be conducted by the State Library and headed by a full-time staff member with professional public relations experience.

The State Library's public relations officer should have access to the services of a good public relations firm with graphics capabilities. The public relations officer, together with representatives of the libraries, would work closely with the firm to design a program – unified in overall theme and design but adaptable to widely varying local circumstances – for conveying the new image and message of the library.

A New Kind of Library Service Standard

The establishment of communication links among libraries and library users must be integrated with the development of new library service standards. As standards for individual libraries are made more realistic, new standards must be developed for the building of shared collections, for means of communication, for bibliographic tools, and for speed of delivery. A library must set its goals and measure its achievement not only – or even primarily – in terms of its own resources but in terms of how readily it is able to bring together library users and library resources from anywhere.

VIII. THE NEXT STEP

To sum up the recommendations that have been made throughout this report, the Task Force recommends that, in statewide planning for the provision of full library service to every individual in Maine, highest priority be given to the following:

(1) *Coordinated planning at all levels, within each type of library and across library types.* This includes:

- Coordinated or joint acquisitions
- The development of shared media collections
- The sharing of specialized personnel (such as media specialists or children's services specialists)
- The formation of coalitions of public libraries within an area
- A statewide acquisition, cataloging, and processing service available to all types of libraries
- A last copy deposit collection or collection of little-used materials, to serve also as a clearinghouse for the exchange of gifts and duplicates among libraries of different types.

(2) *Communication links to include all libraries and to provide access for people not currently served by libraries.* These include:

- Telephones in all libraries
- Expansion of existing WATS line and teletype networks
- Exploration of other communication facilities such as closed-circuit TV and telefacsimile and their implementation where feasible
- Expansion of outreach, through mail order, WATS line, or other means, to persons not served by libraries or the bookmobile.

(3) *A statewide reciprocal borrower's card.*

(4) *Bibliographic tools covering all types of libraries:*

- Union catalogs or records of holdings for groups of libraries

- Bibliographies and indexes of special subject materials, particularly materials about Maine and its history
- Eventually, a statewide union catalog.

(5) *Means of facilitating the rapid exchange of library materials among libraries at different locations.*

(6) *A strengthened administrative and professional staff in the State Library.* This recommendation applies both to the State Library's function as a resource to the State Government and to its role as a leader in statewide library service development.

(7) *Improved physical facilities in libraries:*

- Light and bright libraries
- Accessible collections
- Facilities for the handicapped
- Facilities for community use.

(8) *Greater personnel strength in all types of libraries.* This can be accomplished through:

- Certification requirements
- Salaries and fringe benefits comparable to those in other regions
- A program of continuing education for librarians
- Incentives for librarians to become active members of local, regional, and national professional organizations.

(9) *School media collections.* These may be in centers serving individual schools or school districts, or, if appropriate, they may be shared by more than one district.

(10) *A supervisor of school library services/media programs as a state-funded position within the Department of Education.*

(11) *Strengthened academic library services and collections.* This must include strong media collections.

(12) *Increased library service to special groups such as the aged, the handicapped, and the institutionalized.*

(13) *A statewide program of public relations for libraries, headed by a full-time public relations officer at the State Library.*

(14) *State-level funding for library service development,* to include:

- Built-in incentives for increased local or institutional funding
- Built-in incentives for libraries and groups of libraries to meet library standards.

The first step toward integrating these priorities into a comprehensive plan for library service development is the establishment of new library service standards for Maine. These will provide specific, measurable goals toward which each element in the plan is addressed. Maine's new library standards must:

- Recognize population and enrollment differences
- Emphasize interlibrary cooperation and communications
- Incorporate a realistic timetable for achievement
- Be subject to further development and modification as conditions change.

The new standards should cover public libraries, school libraries, and academic libraries. For public and school libraries the need is for standards with specific relevance to Maine; for academic libraries up-to-date standards are needed reflecting present-day information needs. Special libraries should be covered with respect to interlibrary cooperation and communications, but they are too diverse for a uniform set of standards governing their own collections.

The development of new library standards must be a collaborative task involving librarians, the Maine Library Association, the Maine School Library Association, the Maine Library Trustees Association, and interested members of the community. A committee should be appointed representing these groups, with a subcommittee assigned to public libraries, another to school libraries, and a third to academic libraries. The committee as a whole should approve and coordinate the standards recommended by the subcommittees and should develop the standards relating to communication and joint action among libraries of different types, including special libraries.

Existing standards can be used as a point of departure, but the new standards must be realistic in terms of conditions in Maine as reported to the Task Force and must incorporate a library service concept that emphasizes communication among libraries and the provision of services by libraries collectively as well as individually. In the case of public library collections they should set not only minimum levels but also maximum levels appropriate to the size of the community served by each library, so that libraries which do have good collections will put their additional energies into services and the statewide sharing of resources rather than into the further accumulation of materials.

Once the standards have been accepted, they will serve as the basis for a step-by-step program for library development in Maine, specifying a target date for each program element and the agency or agencies responsible for carrying it out, identifying costs and funding sources, and presenting recommendations for any legislative action that is required to implement the program.

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